



# ARKANSAS DEPARTMENT OF EDUCATION

## **District Conversion Public Charter School Renewal Application**

**Deadline for Submission: 4:00 PM on September 29, 2016**



**Charter School: Lincoln High School**

**Arkansas Department of Education**

**Charter School Office**

**Four Capitol Mall**

**Little Rock, AR 72201**

**501.683.5313**

## Contact Information

<b>Sponsoring Entity:</b>	<b>Lincoln Consolidated School District</b>
<b>Name of Charter School:</b>	<b>Lincoln High School</b>
<b>School LEA #</b>	<b>7205706</b>
<b>Name of Principal/Director:</b> <b>Mailing Address:</b> <b>Phone Number:</b> <b>Fax Number:</b> <b>E-mail address:</b>	<b>Courtney Jones</b> <b>1392 E. Pridemore Drive</b> <b>Lincoln, AR 72744</b> <b>479-824-7452</b> <b>479-824-3042</b> <b>cjones@lincoln.k12.ar.us</b>
<b>Name of Board Chairman:</b> <b>Mailing Address:</b> <b>Phone Number:</b> <b>Fax Number:</b> <b>E-mail address:</b>	<b>Kendra Moore</b> <b>107 E. School Street</b> <b>Lincoln, AR 72744</b> <b>479-824-3045</b> <b>kendraamandamoore@gmail.com</b>

**Number of Years Requested for Renewal (1-5) 5**

**Renewal Application Approval Date by the School/Entity Board(s) March 14, 2016**

# Section 1 – Composition of the Charter School’s Governing Board and Relationships to Others

## Part A: Composition of Governing Board

Describe the governance structure of the charter, including an explanation of the board member selection process and the authority and responsibilities of the charter board.

Respond below in 11 point Times New Roman font. This response can be no longer than 5 pages.

Lincoln High School is governed by the Lincoln Consolidated School District Board of Education. The governance structure is composed of a five-member board. The board members are elected officials based on zones. The board members’ terms are staggered so that only one board member position is open per year. Board members serve a five-year term.

The board members are responsible for any policy approval and employment status such as hiring and firing of employees. The board members are also responsible for all financial approvals.

## Part B: Disclosure Information

Identify any contract, lease, or employment agreement in which the charter is or has been a party, and in which any charter administrator, board member, or an administrator’s or board member’s family member has or had a financial interest.

Respond below in 11 point Times New Roman font. This response can be no longer than 3 pages.

The charter is not and has not been in any contract agreements with any party as stated above. Because the governing board and staff adheres strictly to the disclosure rules of all public schools, the District ensures all these rules are followed. The District does employ a counselor who is a board member’s niece. She is a fully licensed counselor, recommended for employment by a hiring committee that does not include board members. The District does employ a paraprofessional who is a board member’s sister-in-law and was working for the school district prior to the school board election. She was employed with the District before charter status and was working at the elementary Little School Daycare. After the daycare closure she was reassigned to the high school building as a paraprofessional.

Complete the table on the following page.

## Relationship Disclosures

In the first column, provide the name and contact information of each board member and/or administrator. In the second column, provide the name and position (e.g., financial officer, teacher, custodian) of any other board member, charter employee, or management company employee who has a relationship with the board member/administrator or state NONE. Describe the relationship in the third column (e.g., spouse, parent, sibling).

<b>Charter School Board Member's/ Administrator's Name and Contact Information</b>	<b>Name and Title of Individual Related to Board Member</b>	<b>Relationship</b>
<b>Kendra Moore 479-824-5665</b>	<b>None</b>	
<b>Connie Meyer 479-848-3376</b>	<b>Valerie Smith High School Counselor</b>	<b>Niece</b>
<b>Dax Moreton 479-824-2200</b>	<b>None</b>	
<b>Nick Brewer 479-848-3972</b>	<b>Shelia Brewer Paraprofessional</b>	<b>Sister-in-law</b>
<b>Lisa Reed 479-824-2922</b>	<b>None</b>	
<b>Courtney Jones 479-824-7452</b>	<b>None</b>	
<b>Mary Ann Spears 479-824-7305</b>	<b>None</b>	

## Section 2 – School Mission and Performance Goals

### Part A: Current School Mission

The charter school’s mission, as approved by the authorizer, is provided. Describe the charter’s progress in maintaining this mission. If the mission is not being maintained, provide a revised mission.

**Respond below in 11 point Times New Roman font. This response can be no longer than 3 pages.**

**Current Mission:** The mission of the Lincoln High School is to prepare students with the personal and academic skills needed to be college and career ready upon graduation and to succeed in the 21st century world.

Lincoln High School proposes an educational program with several distinct facets. The School will employ an educational philosophy based on the tenets of project/problem/process based and interdisciplinary learning, with curricular and instructional strategies placed within a learning management system. In order to facilitate success in this new system and expand educational options, several changes will be proposed, including course specific changes, a new learning environment, internships, work based learning opportunities and industry recognized certifications programs. Lincoln High School will be both a career focused school and a college ready school which will meet the needs of ALL students at Lincoln High School. The diversity of Lincoln High School is not a racial diversity, but rather a socio economic diversity and Lincoln High School must meet the needs of both the college bound student and the student that is going to be a skilled laborer, which is a huge need in Northwest Arkansas.

#### *I. Project Based Learning (PBL)*

As an educational philosophy, Project Based Learning recognizes students’ inherent drive to learn and allows for in-depth exploration of authentic and important topics across the curriculum. Lincoln High School would incorporate Project Based Learning in every classroom. Within the PBL model, all learning occurs through relevant projects that engage students. All projects require that the students use and develop the aforementioned skill set: oral communication, written communication, content literacy, work ethic, real-world relevancy, collaboration, and critical thinking. This is the third year that Lincoln School District had utilized the Project Based Learning model. It was originally operated with 30% of the teaching as project/problem/process based by teachers creating a project based unit every semester. Now project/problem based learning is at 50% to 60% of the teaching in the building with over half the classrooms utilizing this style of teaching the majority of the time. Lincoln High School faculty members are becoming increasingly adept with the model and are pleased with the outcomes; increased student engagement and awareness of connections across the curriculum.

#### *II. Flex Mod Schedule*

The newly implemented Flex Mod schedule is also allowing us to meet the needs of our students by offering remediation activities, ACT prep courses, industry certifications, enrichment activities, work based learning, internships, mentorships, and community service as well as the opportunity for students to advance through lessons quicker or slower without it interrupting their regular classroom instruction. The Flex Mod schedule is also allowing our students the flexibility to take advantage of opportunities to leave campus to seek further education at regional career centers and local colleges without losing valuable time in their high school courses.

#### *III. Personalized Learning*

Personalized learning for students at Lincoln High School provides opportunities for students to learn at their own pace. Our teachers are using flipped classrooms and digital enhancements to supplement in class instruction. Every teacher at Lincoln High School utilizes Schoology as the Learning Management System. Intervention is occurring in the school day through the use of Personal Learning Time. If a student falls below a 70% in any of their classes then the teachers intervene by requiring students to attend mandatory learning time in their offices for small group instruction or one to one instruction depending on the level that the student needs. If after 10 days in Mandatory personal learning time a student’s grade is still below a 70% then the student is required to attend a more intensive level of support known as Structured Learning Time. Students who have grades above 70% have several options available to them for enrichment; subject level offices are open to those students, certification courses, or moving through a course more quickly.

#### *IV. Expanding Educational Offerings: Courses*

Lincoln High School is implementing new certification courses for our students which include: CNA, PCA, Forklift, OSHA 10, First Aid, Career Readiness, Safeserv, Microsoft Office Suite, and IT Networking. We will continue to research new opportunities and partnerships.

Computer programming courses will be offered above and beyond the required state courses.

LHS is also working with local companies to place students in internships and collaborating with other local schools to provide more opportunities for our students. Competency based education is being utilized for a number of our students through the use of Virtual Arkansas' new flex pace courses. This allows our students to complete a course when they can't be on campus everyday, such as our teen moms, NTI students, or students with medical issues. LHS is also partnering with the AIMS initiative to increase Pre-AP and AP course offerings, which has shown an increase in AP test scores in previous partner schools.

#### *V. Technology*

Lincoln High School has been a one to one school for the past 6 years. LHS uses Schoology as its learning management platform. LHS contracts with PACE software in order to assist students with their personalized schedules.

#### *VI. Student Perseverance*

The culture of PBL helps students decide how to use their time and assume assigned task as a part of a team as opposed to a traditional setting where teachers are the primary force for time management. Lincoln High School has implemented an advisory 5 days a week for 30 minutes per day. Students are assigned an advisor that remains constant throughout their time in high school. They are taught time management skills, college/career planning, trust, respect, and responsibility. It is also used for career day planning and post-secondary surveys as well as surveys for us to use to meet the needs of our students.

#### *VII. Program Assessment*

Measurement will be accomplished by tracking college remediation rates, number of students earning college credit, and by the number of students who graduate with industry recognized certification.

Tracking of student career plans, student and teacher survey, open communication between teachers and student to monitor continual improvement will be used as an assessment tool

**Part B: Current Performance Goals**

Each of the charter’s performance goals, as approved by the authorizer, is listed. Describe the charter’s progress in achieving each goal and provide supporting documentation that demonstrates the progress. If a goal was not reached, explain why it was not reached and the actions being taken so that students can achieve the goal.

**REDACT ALL STUDENT IDENTIFIABLE INFORMATION.**

*Goals as stated in the prior application:*

Describe the charter’s progress toward achieving each goal by completing the table below, responding to the prompts, and providing supporting documentation that demonstrates the progress, as appropriate.

**Goals**

Goal	Assessment Instrument For Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of Goal will be Assessed	Year 1	Year 2	Year 3	Year 4	Year 5	Met Goal Yes or No
1. Achievement in Reading, Reading Comprehension, Mathematics, and Mathematic Reasoning will continue to increase to meet AYP and individual student growth goals each year for the first five years.	ACTAAP	Meet AYP and individual student growth goals	Annually	ACTAAP -8 <sup>th</sup> Math- 68% -Same class previous 7 <sup>th</sup> scores - 59% -8 <sup>th</sup> Literacy - 80% -Same class previous 7 <sup>th</sup> scores -52% Alg. EOC -74.5% Bio EOC - 28% Geo EOC - 82% 11 <sup>th</sup> Literacy - 77%	ACTAAP -8 <sup>th</sup> Math- 69% -Same class previous 7 <sup>th</sup> scores - 64% -8 <sup>th</sup> Literacy - 68% -Same class previous 7 <sup>th</sup> scores -73% Alg. EOC -55% Bio EOC - 21% Geo EOC - 63% 11 <sup>th</sup> Literacy - 67%	ACTAAP -8 <sup>th</sup> Math - 52% -Same class previous 7 <sup>th</sup> scores - 67% -8 <sup>th</sup> Literacy - 75% -Same class previous 7 <sup>th</sup> scores -77% Alg. EOC -61% Bio EOC - 60% Geo EOC - 67% 11 <sup>th</sup> Literacy - 71%	PARCC Math 8 <sup>th</sup> State - 720 Alg. I -718 State -733 Alg. II - 714 State - 717 Geo. - 725 State - 730 Literacy 8 <sup>th</sup> State - 733 9 <sup>th</sup> State - 737 10 <sup>th</sup> State - 735 11 <sup>th</sup> State - 743	ACT Aspire Reading 8 <sup>th</sup> - 54.12% 9 <sup>th</sup> - 27.36% 10 <sup>th</sup> - 35.89% Writing 8 <sup>th</sup> -32.94% 9 <sup>th</sup> - 53.77% 10 <sup>th</sup> - 48.6% English 8 <sup>th</sup> - 71.77%, 9 <sup>th</sup> - 46.22% 10 <sup>th</sup> - 42.71% Math 8 <sup>th</sup> - 45.89%, 9 <sup>th</sup> - 32.07% 10 <sup>th</sup> - 30.66%	AYP-Not every year  Student Growth- Yes
2. All students will have 80% mastery by the end of the school year on each SLE as measured by adopted assessments.	TLI/NWEA assessment, standards-based assessments	80% mastery	Annually	TLI Data not available after subscription expired	TLI Data not available after subscription expired	TLI Data not available after subscription expired	NWEA 2014-15 Student Growth Summary Report Literacy Growth -58% 8 <sup>th</sup> 9 <sup>th</sup> 10 <sup>th</sup> Math Growth-56% 8 <sup>th</sup> 9 <sup>th</sup>	NWEA 2015-16 Student Growth Summary Report Percentage reports were not released at this time: NWEA results- 67% of students were in the Average/Hi categories for math	Student growth at 80% mastery -No

							10 <sup>th</sup>	NWEA results- 67% of students were in the Average/Hi categories for literacy	
3. Attendance will increase by 1 % each year for the first two years and .5% each subsequent three years or until we meet or exceed regional or state average, whichever is higher.	APSCN attendance records	1% increase first two years, .5% next three years until meets/exceeds regional/state average	Annually	3 QTR AVG Attendance Rate 95.26%	3 QTR AVG Attendance Rate 95.79%	3 QTR AVG Attendance Rate 96.41%	3 QTR AVG Attendance Rate 93.10%	3 QTR AVG Attendance Rate 91.14%	Not all met every year. Attendance Rate above 90% every Year.
4. In the second year, the graduation rate will increase by 1 % and will continue to increase by the same increment each subsequent year or until we meet or exceed regional or state average, whichever is higher.	APSCN or ADE documentation	1% increase each year until meets/exceeds regional/state average	Annually	2011 96.05% All Students 93.33% TAG AMO 91.45% All Students 92.03% TAG	2012 87.91% All Students 83.93% TAG AMO 93.29% All Students 94.15% TAG	2013 92.68% All Students 88.89% TAG AMO 93.00% All Students 93.48% TAG	2014 96.04% All Students 95.45% TAG AMO 93.78% All Students 94.20% TAG	2015 89.90% All Students 90.00% TAG State: 84.88% All Students 81.87% TAG	Not for every year but above state average every year.

1. Achievement in Reading, Reading Comprehension, Mathematics, and Mathematic Reasoning will continue to increase to meet AYP and individual student growth goals each year for the first five years.  
**Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.**

In 2012, Lincoln High School met AYP in Literacy and did not in math. In 2013, LHS met AYP in Literacy and did not in math. In 2014, LHS met AYP in literacy and math. In 2015, LHS met AYP in English Language Arts and not in math by .01 percent. In 2016, LHS students achieved above state average in English Language Arts and did not in mathematics. Students have been tested using three different assessments in the last three years. LHS students will increase their scores on Act aspire as predicted above due to the analysis of data by the leadership team and teachers using data driven instruction.

2. All students will have 80% mastery by the end of the school year on each SLE as measured by adopted assessments.  
**Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.**

LHS students have taken three different interim assessments in the past four years due to standards changing and state assessments changing. Beginning in 2015, LHS students began taking the ACT aspire interim assessments and this will continue as long as the state uses ACT aspire. The data from the assessments will be used to drive instruction, intervention, and acceleration. The teachers and leadership team will continue to desegregate data to determine the best course of action to ensure success among LHS students and increase in mastery of state standards.

3. Attendance will increase by 1 % each year for the first two years and .5% each subsequent three years or until we meet or exceed regional or state average, whichever is higher.  
**Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.**

In 2012, the attendance rate was 95.26%. In 2013, the attendance rate was 95.79%. In 2014, the attendance rate was 96.41%. In 2015, the attendance rate was 93.10%. In 2016, the attendance rate was 91.14%. Lincoln High School has implemented an attendance committee consisting of teachers and administrators to meet with students whose attendance is in jeopardy according to handbook policy. LHS will continue this in order to keep student attendance above 90% and to keep students from losing credit per handbook policy.

4. In the second year, the graduation rate will increase by 1 % and will continue to increase by the same increment each subsequent year or until we meet or exceed regional or state average, whichever is higher.  
**Respond below in 11 point Times New Roman font. Indicate if supporting documentation demonstrating the progress is attached. This response can be no longer than 1 page, excluding the supporting documentation.**

In 2012, the graduation rate was 96.05%. In 2013, the graduation rate was 87.91%. In 2014, the graduation rate was 92.68%. In 2015, the graduation rate was 96.04%. In 2016, the graduation rate was 89.90%. Lincoln High School has always maintained a graduation rate above the state average. The reported number for 2014 is lower a change in administration and the principal not knowing about the graduation correction engine. There is no data for the drop in graduation rate for 2013. LHS will continue to maintain a graduation rate that is at or above the state average. The implementation of the new schedule and career action planning the graduation will ensure graduation rates will increase or be maintained.

**Part C: New Performance Goals**

**Confirm the understanding that, during the term of the charter renewal, the charter is expected to meet all goals and/or objectives set by the state.**

List performance goals for the period of time requested for renewal. Be sure to include, at a minimum, goals for literacy, mathematics, and science, as appropriate for the grade levels served at the charter. For each goal, include the following:

- The tool to be used to measure academic performance;
- The level of performance that will demonstrate success; and
- The timeframe for the achievement of the goal.

Respond below in 11 point Times New Roman font. This response can be no longer than 2 pages.

**Goals**

Goal	Assessment Instrument For Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of Goal will be Assessed	Year 1 Following Renewal	Year 2 Following Renewal	Year 3 Following Renewal	Year 4 Following Renewal	Year 5 Following Renewal
1. Achievement in Reading, Reading Comprehension, Mathematics, and Mathematical Reasoning and Science will continue to increase to meet AYP and individual student growth goals each year for the next five years.	Act Aspire	Meet AYP and individual student growth goals	Annually	Projected Act Aspire scores exceeding and ready: (English, Math, Science, Reading, Writing, respectively) 8 <sup>th</sup> grade: 75%, 50%, 45%, 60%, 38% 9 <sup>th</sup> grade: 50%, 38%, 24%, 32%, 58% 10 <sup>th</sup> grade: 47%, 35%, 31%, 40%, 53%	Projected Act Aspire scores exceeding and ready: (English, Math, Science, Reading, Writing, respectively) 8 <sup>th</sup> grade: 77%, 55%, 50%, 65%, 43% 9 <sup>th</sup> grade: 55%, 43%, 29%, 37%, 63% 10 <sup>th</sup> grade: 52%, 40%, 36%, 45%, 58%	Projected Act Aspire scores exceeding and ready: (English, Math, Science, Reading, Writing, respectively) 8 <sup>th</sup> grade: 80%, 60%, 50%, 70%, 48% 9 <sup>th</sup> grade: 60%, 48%, 34%, 42%, 68% 10 <sup>th</sup> grade: 57%, 45%, 41%, 50%, 63%	Projected Act Aspire scores exceeding and ready: (English, Math, Science, Reading, Writing, respectively) 8 <sup>th</sup> grade: 83%, 65%, 60%, 75%, 53% 9 <sup>th</sup> grade: 65%, 53%, 39%, 47%, 73% 10 <sup>th</sup> grade: 62%, 50%, 46%, 55%, 68%	Projected Act Aspire scores exceeding and ready: (English, Math, Science, Reading, Writing, respectively) 8 <sup>th</sup> grade: 86%, 70%, 65%, 77%, 58% 9 <sup>th</sup> grade: 70%, 58%, 44%, 52%, 78% 10 <sup>th</sup> grade: 67%, 55%, 51%, 60%, 73%
2. The graduation rate will remain at or above 95%. If it falls below 90% it will increase 1% per year until it reaches 95%.	APSCN or ADE documentation	Graduation will be maintained at 90% or above	Annually	Graduation rate at or above 95%	Graduation rate at or above 95%	Graduation rate at or above 95%	Graduation rate at or above 95%	Graduation rate at or above 95%

3. Upon graduation, 100% of all LHS students have a plan beyond high school (certifications, skilled job entry, college, post-secondary plans)	Advisory Career Action Plans and survey upon completion of graduation	Increase by 20% each year until meets 100%	Annually	30% of seniors will have a documented plan upon graduation	50% of seniors will have a documented plan upon graduation	70% of seniors will have a documented plan upon graduation	90% of seniors will have a documented plan upon graduation	100% of seniors will have a documented plan upon graduation
4. 75% of all students enrolled in the certification course or concurrent credit courses on October 1 will complete with the industry recognized certificate or a C or better in the course (# of students enrolled versus completed certifications during high school or concurrent credit with a C or better)	Certifications granted and transcript	15% increase annually	Annually	15% of students enrolled in concurrent credit courses or certification courses will complete with certification or a C or better	30% of students enrolled in concurrent credit courses or certification courses will complete with certification or a C or better	45% of students enrolled in concurrent credit courses or certification courses will complete with certification or a C or better	60% of students enrolled in concurrent credit courses or certification courses will complete with certification or a C or better	75% of students enrolled in concurrent credit courses or certification courses will complete with certification or a C or better
5. The number of students who score a 3, 4, or 5 on AP Tests will increase by 10% every year.	Certifications granted and transcript	15% increase annually	Annually	5 students will score a 3, 4, 5 or better on AP test	7 students will score a 3, 4, 5 or better on AP test	9 students will score a 3, 4, 5 or better on AP test	11 students will score a 3, 4, 5 or better on AP test	14 students will score a 3, 4, 5 or better on AP test

## Section 3 – Waivers

Review the following list of statutes and rules that have been waived for the charter school:

### Waivers from Title 6 of the Arkansas Code Annotated (Education Code)

- |          |                         |
|----------|-------------------------|
| 6-17-111 | Duty-free lunch periods |
| 6-17-114 | Daily planning period   |

### Waivers from ADE Rules Governing Standards for Accreditation

- |          |   |
|----------|---|
| 9.03.3.6 | Grades 5-8 Fine Arts (to be integrated into the other curriculum)   |
| 9.03.3.7 | Grades 5-8 Health and Safety (not approved to the extent that it affects accountability)  |
| 9.03.3.8 | Grades 5-8 Tools for Learning (to be integrated into the other curriculum)  |
| 9.03.3.9 | Grades 5-8 Career and Technical Education (not approved to the extent that it affects accountability)   |
| 9.03.4.1 | Requiring oral communication as part of the language arts curriculum  |
| 10.02    | Class Size and Teaching Load  |
| 10.02.5  | Requiring that teachers in Grades 7-12 not be assigned more than 150 students and classes should not exceed 30 students except for exceptional cases or courses that lend themselves to large group instruction |
| 14.03    | Unit of credit and clock hours for a unit of credit   |

### Part A: New Waiver Requests

Complete the waiver request form to include each additional law and rule from Title VI of Arkansas Code Annotated, State Board of Education Rules and Regulations, including the Standards for Accreditation that the charter would like the authorizer to waive. A rationale is required for each new waiver request.

#### **If no new waivers are requested, state this.**

Respond below in 11 point Times New Roman font.

No new waivers are being requested.

### Part B: Waivers to Be Rescinded

List each waiver granted by the authorizer that the charter would like to have rescinded. If no waivers are listed, the charter may be required to adhere to all waivers listed on both the original and renewal charter documentation.

#### **If the charter wishes to maintain all currently approved waivers, state this.**

Respond below in 11 point Times New Roman font. Contact staff in the Charter Schools Office if this response needs to be longer than 5 pages.

The charter wishes to maintain all currently approved waivers.

## Section 4 – Requested Amendments

List any amendment requests and provide a rationale for each (i.e., changes to grade levels, enrollment cap, location, educational plan).

A budget to show that the charter will be financially viable **must accompany** any amendment request to **change grade levels, the enrollment cap, relocate, and/or add a campus.** The budget must document expected revenue to be generated and/or expenses to be incurred if the amendment request is approved.

A request to add or change a location must be accompanied by a Facilities Utilization Agreement.

**If no charter amendments are requested, state this.**

Respond below in 11 point Times New Roman font. Contact staff in the Charter Schools Office if this response needs to be longer than 5 pages, excluding any budget pages.

The charter wishes to maintain all currently approved waivers.

## **Section 5 –Desegregation Analysis**

Describe the impact, both current and potential, of the public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Respond below in 11 point Times New Roman font.

Pursuant to Ark. Code Ann. §6-23-106, the Lincoln Consolidated School District has carefully reviewed the impact that the renewal of Lincoln High School's (LHS) conversion charter would have upon the efforts of Lincoln Consolidated School District and any other school district to create and maintain a unitary system of desegregated public schools. The renewal of LHS' conversion charter will have no effect on any Arkansas public school districts' efforts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. The Lincoln Consolidated School District is not under any federal desegregation order or court-ordered desegregation plan, and neither are any of our surrounding districts. Nothing in the operation of the LHS will hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or public school districts in this state.